Barriers to Recruitment and Retention of Foster Homes

Ruth Kingan

Spalding University

Introduction:

There are not enough foster homes for children in out-of-home care in Fayette Region. According to the Diligent Recruitment Plan for 2005 (Underwood & Kingan, 2005) there are 588 children in out-of-home care and there are only 173 foster homes. The Diligent Recruitment Plan is a strategic plan completed for the federal government explaining recruitment activities a year in advance, as well as explaining last years progress and areas for improvement. The plan explains the need for 60 more foster homes by the year end of 2005. There is a need for 16 more African American homes. Also the idea is to have established foster parents with hands on skills become more involved with sibling groups. There are 18 medically fragile homes and Fayette Region is trying to recruit two more (Underwood & Kingan, 2005). There is a need to increase Spanish speaking homes as the Spanish speaking population continues to increase in Fayette Region.

Foster care "generally refers to the system set up to protect children who are abused, neglected or abandoned or whose parents are unable to fulfill their parenting obligations" (Encyclopedia of Adoption, n.d., p. 1). Barker (2003) defines foster care as the provision of physical care and family environments for children who are unable to live with their natural parents or legal guardians. Foster care is typically administered by county social services departments. Their social workers evaluate children and their families to help legal authorities determine the need for placement, evaluate potential foster homes as to their appropriateness for placing a particular child, monitor the foster homes during placement, and help legal authorities and family members determine when it is appropriate to return kids to their natural family. The precedent for foster care in the United States originated apprenticing and indenture, procedures in which homeless youths were placed in the care of a merchant or craftsperson for instruction and lodging in exchange for work (p. 167).

Edwards (1995) defines family foster care as a resource for children who have experienced or are at imminent risk of serious physical abuse, sexual abuse, emotional maltreatment, or neglect; have special medical or other needs; require care and protection, on a temporary basis, away from their parents; cannot be adequately protected and nurtured by kin; cannot benefit form living in a family setting. Foster care may be provided at different levels. Therapeutic foster care has become as intensive level of foster care for children with complex needs (p. 425).
Foster care is the system Fayette Region utilizes.

Literature review:

Policy:

At the Winter Child Welfare Seminar (2003) it was explained that the history of foster care could be traced to the Old Testament and the Talmud. Caring for the needy was a duty of the early church. The 1701 English Poor Laws were the start of policies regulating foster care. The 1834 Poor Laws advocated for the indentured servitude of children removed from their homes. This approach continued into the first decade of the 1900s. In 1636, in Jamestown, the first foster child was Benjamin Eaton. In 1853, a movement for foster care began by Charles Loring Brace. Often children were placed in similar

situations to that from which they were removed. Massachusetts, before 1865, paid families to care for younger children unable to be indentured. The first licensing law was passed in 1885 in Pennsylvania. The law made it a misdemeanor for anyone to provide care for more than one child not related to the care provider without a license. In 1893, South Dakota began providing subsidies for public child welfare work (History of Foster Care in the United Sates, n.d.). Another policy that had an impact on foster care was the Prevention of Cruelty to Children, which was established in 1874 followed in 1912, by establishment of the Children's Bureau at the state level. In 1935, the Health Education and Welfare Act created funding for aid to dependent children, maternal and child welfare programs (Child Welfare Seminar, 2003, Winter).

One of the biggest changes in the Child Welfare Law came in 1967, when there was a state mandatory reporting law (Child Welfare Seminar, 2003, Winter). In 1974, the Child Abuse Prevention Act made a provision for state funding for the investigation and prevention of child maltreatment, reporter immunity from liability, confidentiality, and appointments of guardian ad litems. The ability to report abuse without fear of reprisal affected child welfare by providing an increased number of reports. In 1978, the Adoption Reform Act and the Indian Welfare Act were passed "to promote the enactment of comprehensive adoption assistance" (Aodption.com, 2003, p. 1). In 1981, there was a Social Service Grant Title XX a block grant given to the states to assist in prevention of child abuse (Ways and Means Committee, 2003).   Such laws regarding an increase in child abuse reporting resulted in more investigations, more removals of children from the home, and the need for more foster homes.

Research hypothesis:

There are various barriers to the recruitment and retention of foster homes. Foster parents are unique and the barriers are unique as well. I hope to find themes that indicate a strong correlation between specific barriers and recruitment and retention of foster homes.
Significance of the problem:

There are four perspectives a researcher can use when considering how anything affects society as a whole. They are the ecological, strengths, empowerment, and political perspectives (Finn & Jacobson, 2003). Each perspective helps explain a shortage of foster homes is a social problem.

The ecological perspective looks at the person in the environment. The children requiring out-of-home are in need of protection. They need a safe environment that can meet their needs. The foster home should be a place where a child can have his/her permanency, educational, medical, mental health and basic needs met. The majority of children in need of out-of-home care in Fayette Region are in the 40505 zip code (Cabinet for Health and Family Services, 2004). The Cabinet for Health and Family Services (CHFS) tries to maintain supportive connections in the children's community of origin. Therefore foster home recruitment needs to be targeted to the 40505 zip code area.

The strengths perspective looks at the areas of strengths. There are many strengths to consider when looking at foster parents. What do the foster parents have to offer? What is their level of education? What is the foster parents' income? How about the foster parents housing? How many children are in the home? What is the foster parents' occupation? How much training has the foster parents had? How many previous children have been placed with foster parent? What age children do these foster parents enjoy having in their home? Can foster parents work with the birth parents? How much hands on skills do the foster parents have? Are the foster parents just interested in fostering, or are they interested also in adoption? Do the foster parents understand that there will be case plans developed explaining the specific task individualized for each child? The strengths found can be built upon to help with areas of improvement.

Empowerment for the foster parents requires attention to many needs the foster parents may have. Empowerment allows the foster parents to utilize the power they have within to be the best foster parents possible. Foster parents need as much information about the child being placed in their home as possible. Knowledge about the child empowers the foster parents when taking the child to the doctor or when advocating at school. The foster parents become empowered when there is knowledge of what helps calm the child. In some instances a child likes to be tucked in at night. Another child may have a blanket they sleep with each night; the foster parents may need empowerment when the child in out-of-home care becomes aggressive or talks back while testing boundaries. The foster parents become empowered when finishing the training and having resources on hand for any circumstance that arises.

The political perspective explains how foster care is funded and the policies that make CHFS Standards of Practices (SOPs) carried out on a daily basis. The CHFS is a state agency funded by the state and federal government. Children having their basic needs met is of great importance. Sometimes in order to provide for the basic needs of children, the children require out-of-home care. The foster parents receive a daily rate, per diem, to take care of the children. Policy dictates how foster parents become foster parents. Policy dictates what is appropriate in the foster home and what is not. Policy provides a detailed definition of who are an abused and neglected child and the rights to which every child is entitled. Kentucky Revised Statue (KRS) 620 (Common Wealth of Kentucky, 1998) explains that every child is entitled to a safe environment. At times the only way to provide a safe environment is through the use of a foster home.

Types of recruitment:

There are four types of recruitment: general, targeted, child specific, and child centered. General Recruitment "builds public interest and awareness" (McKenzie, Judith, McKenzie, John & McKenzie Consulting, Inc., n.d., p. 4). Examples of general recruitment include: flyers, brochures, and radio. Targeted recruitment involves knowing the needs and trying to find homes to meet childrens' needs. Child specific recruitment is finding a home for a specific child. Child centered recruitment is a new category. "This practice starts with an assessment of the child and aggressively searches for lost relatives and/or other persons who are important to the child" (McKenzie et al., n.d., p 5). The Fayette Region utilizes an integrative approach.

Things to improve outcomes:

AdoptUSKids (McKenzie, et al, n.d.) suggests 11 things a practitioner can do to improve recruitment and retention of foster homes: Be informed, volunteer, be customer-friendly, be knowledgeable about the family, be knowledge about the process, rule people in not out, use seasoned foster parents in the process, collaborate with others, be a team player, be sensitive to the family's sense of time, and understand your role.

CHFS staff ideas about barriers to recruitment and retention:

Service Regional Clinical Associate, Diane Underwood said, "a potential barrier to recruitment is finding relatives years into the case. The relatives still need to be explored" (Personal Communication, October 2, 2004). Any time a relative is found then CHFS has to consider that relative for placement. For whatever reason family members do not always know their family members are in care. This is a hard thing for many foster parents to understand. The process can be extremely short or very lengthy and uncertain depending on judicial decisions, where the relative lives, and is very unique for each child.

Fayette Region Specialist Maurine Cripthon stated, "for recruitment in Fayette Region there are activities planned a year in advance. This is a strength. Real work begins when families attend sessions"

(Personal Communication, October 22, 2004).   Again, this is a process currently employed by the Fayette Region, encouraging the foster family to attend sessions and to try and develop a mentoring type of relationship with the birth family. The idea behind the sessions is to model appropriate behaviors for the birth family.

Recruitment and Certification (R and C) worker for Fayette Region Shannon Starks stated, "A lack of support by the agency is a barrier to recruitment and retention of foster parents" (Personal Communication, October 22, 2004). Shannon provides front line services to foster families. Her duties include recruitment, training and on going services to the foster families.

External and internal factors:

When discussing the recruitment and retention of foster homes "preliminary planning of external and internal factors must be addressed in order to reach interested families and actually place children with foster adoptive parents" (Necessary Components of Effective Foster Care, 2001, p. 1). The article Necessary Component of Effective Foster Care (2001) went on to say that external factors include but are not limited to: society norms about the agency, policy, and laws. Internal factors listed included but were not limited to resources available and the use of foster parents in training.

According to Phelps (1998), Elements important to efforts to recruit and retain foster parents are: strong administrative support, creative use of staff and foster parents, a strong media campaign, identification of barriers to foster family recruitment and retention. Barriers to recruitment: lack of immediate response to potential applicants, a rigid licensing process, lack of out reach to encourage families to continue the recruitment process, and a need for an effective tracking system (p. 7).
 The importance of the internal and external factors is a key concept when contemplating recruitment and retention of foster homes. It is hard to determine what external or internal factors are causing a decrease in the number of available foster homes.

Gaps in the Literature:

Utilizing information from the "National Survey of Current and Former Foster Parents" Cox (2002) conducted research to examine recruitment and services to foster families. Cox (2002) found the following limitations to her study: utilizing a large national probability sampling and possible cohort effects. Cox (2002) suggested that studying foster families who take the initiative to inquire as a source of important information. Cox (2002) encouraged measurement of recruitment efforts including why the family fosters. Cox (2002) also suggested qualitative interviews with new foster parents.

Baum (2001) conducted research regarding "Influences on the decision to become or not become a foster parent" (p. 1). Baum indicated that there are not enough articles to spark the interest of those wanting to become foster parents.   Community education was a component Baum (2001) felt like was lacking in recruitment. Emphasis was placed on the importance of the community knowledge about the need for foster homes.

Rationale for studying:

There is a need for more foster homes in Fayette Region. The regional staff want to know what the foster parents (defined specifically below in the methodology section) feel are barriers to recruitment and retention of foster homes in Fayette Region. The knowledge about the barriers will hopefully increase foster home recruitment and retention. According to one census report there are 6,300 children in foster homes in Kentucky and of those 588 children are in Fayette Region (Cabinet For Health and Family

Services, n.d.). There are 16 regions in Kentucky, Fayette accounts for about 9% (n=588) of children in out-of-home care.

Methodology

Key informant surveys will be used in this research project. The key informants are foster parents at various stages in fostering including: foster parents taking the training classes, foster parents that have completed the training, foster parents who have fostered various lengths of time and former foster parents. The key informants are selected by the Recruitment and Certification Team (R and C) in Lexington, KY. Some of the informants will be asked if they would like to participate during the training classes, others will be asked if they would like to participate during former foster parent support group sessions, and lastly, others will be asked during monthly home visits to the foster home. The student researcher will ask foster group facilitators that are presently, and formerly, R and C workers, to request if their clients would like to be involved in this research project.

The preamble (Appendix A) was reviewed by: peers, research professor, research facilitator, MSW practicum advisor, ethics committee at Spalding University, and then IRB of CFHS. After revisions, the preamble was implemented by giving it to the foster parents. The preamble explains that their participation in this research is voluntary.

The questionnaire (Appendix B) was reviewed by: peers, research teacher, researcher facilitator, MSW practicum advisor, Spalding ethics committee and CHFS IRB. After revisions and approval was received the tool was given to the foster parents. All foster parents that decide to participate can then fill out the form with the understanding that by filling out the form they are acknowledging consent to participate as described in the preamble.

The data will then be collected and kept in the student researcher's locked office at the CHFS Lexington Office. The student will not reveal any identifying information such as names, dates of birth, and/or social security numbers. The survey responses will be revealed in the results section as aggregate data. The surveys will be kept for six months and then shredded.

Description

The survey (Appendix B) is made up of both open ended and short answer questions. These questions should give the student researcher an idea of what the study participants feel are the barriers to recruitment and retention of foster homes. The survey's validity has not been established.

Findings:
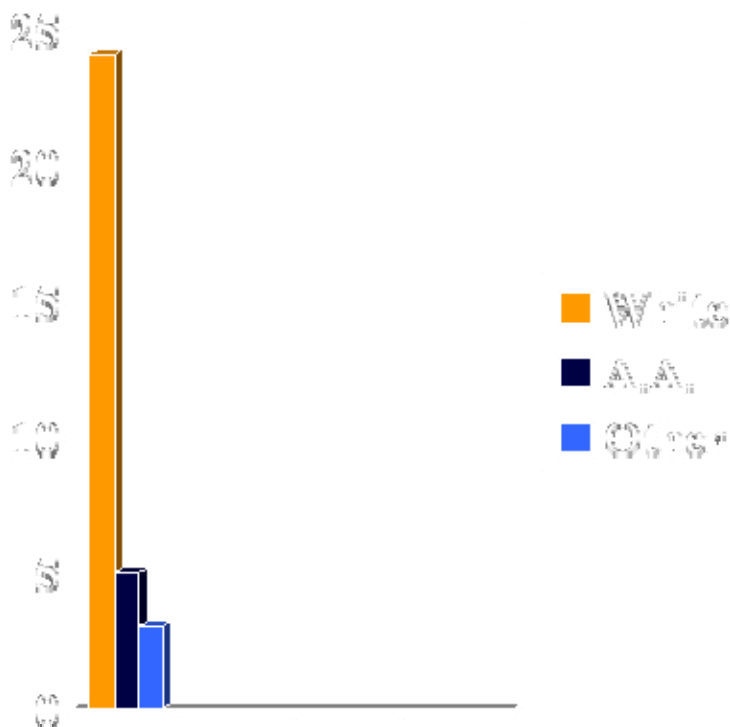
 There were 32 surveys returned. Seventy-five percent (n=24) of participants were Caucasian, 16% (n=five) of participants were African American and 9% (n=three) of participants were other races refer to Table 1:1. Thirty-one percent (n=10) of participants were male, 66% (n=21) of participants were female, and 3% (n=one) of participants gave no indication regarding sex refer to Table 1:2. The level of education was answered by all participants. The break down is as follows 34% (n=11) of participants had a high school education, 38% (n=12) of participants had a college education, 25% (n=eight) of participants had a master's level education and 3% (n=one) of participants had education beyond mater's level refer to Table 1:3. All participants responded to occupation.   The participants responded as follows to occupation: one accountant (3%), two administrative assistance (6%), one child care provider (3%), one cosmetologist (3%), five in the social service field (16%) , one customer service representative (3%), one detentions worker (3%), two homemakers (6%), two IT (6%), one maintenance (3%), one market representative (3%), one minister (3%), two nurses (6%), four teachers (13%), two self employed (6%), one retired (3%), one real estate (3%) and one plumber(3%). However, only 72% (n=23) of the participants responded to the question about income with over 50% reporting income between $45,000.00 and $68,000. Ages ranged from 29-58 years old with only 66% (n=21) answering the age question.

Table 1:1 Race

Caucasian	75 % (n=24)
African American	16% (n=five)
Other	9% (n=three)

Table 1:2 Sex

Male	31% (n=10)
Female	66% (n=21)
No indication	3% (n=one)

Table 1:3 Education Levels

High School	34% (n=11)
College	38% (n=12)
Master's Level	25% (n=eight)
Beyond Master's Level	3% (n=one)

Where are you at in the fostering levels?
  Fifty-three percent (n=17) of participants were not fostering, 44% (n=14) of participants were currently, fostering and 3% (n=one) of the participants had adopted and were no longer fostering refer to Table 2:1. Forty-one percent (n=13) of participants indicated they were still in training. Six percent (n=two) of foster parents' homes were closed. Twenty-five percent (n=eight) of participants indicated that they had fostered several foster children. Six percent (n=two) of participants indicated they were certified to foster with no children. Nine percent (n=three) of participants had adopted and still fostered. Forty-seven percent (n=15) have not begun fostering. Twenty-seven percent (n=nine) of participants had fostered for one to nine years. Twenty-five percent (n=eight) of participants had fostered for 10 to 25 years. There were two responses (6%) left blank regarding years of fostering refer top Table 2:2.

Table 2:1 Participants Levels of Fostering

Not currently fostering	53% (n=17)
Fostering currently	44% (n=14)
Training	41% (n=13)
Closed	6% (n=two)

Table 2:2 Years fostering

Zero Years fostering	47% (n=15)
One – Nine years	27% (n=nine)
10-25 years	25% (n=nine)
Blank	6% (n=nine)

Number of Foster Children in the Foster Home:

Nineteen participants (59%) indicated no foster children presently. Five participants (16%) indicated having one foster child presently. Five participants (16%) indicated having two foster children presently. One participant (3%) indicated having four foster children presently. One participant (3%) indicated having six foster children presently. One participant (3%) indicated having seven foster children presently in the home.

Total Number of Children in the Foster Home:

Five participants (16%) indicated they had no children in their home presently. Six participants (19%) indicated they had one child in the foster home. Eleven participants (34%) indicated they had two children in the foster home. Three participants (9%) indicated they had three children in the foster home. Two participants (6%) indicated they had four children in the foster home. One participant (3%) indicated they had five children in the foster home. One participant (3%) indicated they had six children in the home. One participant (3%) indicated they had seven children in the home. Two participants (6%) indicated they had eight children in the home. The ages of children in the foster home vary from zero to 18 years old.

How did you find out about becoming a foster parent?

Twelve participants (38%) found out about fostering through social services. Nine participants (28%) found out about fostering through friends and family. There were two responses (6%) for each of the following ways foster parents found out about fostering: other foster parents, the internet, news paper and the community. There was one (3%) question mark regarding how a participant found out about fostering. There was one participant (3%) who had "asked 30 years ago and had an adopted brother". There were two responses (6%) that were left blank regarding how the participants found out about fostering.

What made you decide to continue/stop fostering?

In order to honor the participants responses to reasons for deciding to continue/stop fostering I have typed each person response. The responses are as follows: "Desire to share home with other children. Need to help others. Possibility of permanency." "I love children" "I love kids." "We feel we can make a difference in someones life. We love children and always wanted more, but we are unable to have more." "My wife" "Love children and care about needs of children that need care." "Seeing the damage you can make in a child life." "I love children and have no birth children" "love for kids" "Continued because committed believe that God directed me into this area" "adoption frustration with the system" "sick of system and need to concentrate on my permanent children" "Recognizing needs of children and passion for their well-being and desire to help" "Rewarding. Changing lives one child at a time." "Never have fostered" "We originally started to adopt children" "want to give back as God has blessed me with a talent for helping children" "I love the children" "Enjoy kids"
Not applicable (N/A) was the response in 27% (n=nine) to the question: What made you decide to continue/stop fostering? There are numerous reasons for why foster parents have decided to continue/stop fostering.

How many children's lives have been affected?

As I stated in the introduction I wanted to research foster parents in varying stages of fostering. According to the responses I was able to gather, foster parents that had fostered anywhere from zero foster children to 60 foster children. Many were still in the training stage. Fifteen participants (47%) indicated they had fostered zero children. Sixteen percent (n=five) of participants have fostered one to ten children. Sixteen percent (n=five) of participants had fostered 15 to 20 children. Two participants (6%) had fostered 20 to 30 children. Nine percent (n=three) of the participants had fostered fifty to sixty children. Three percent (n=one) of participants did not respond to how long they had fostered.

What do you think are the barriers to becoming a foster parent?
In order to honor the participants' answers I have typed in their responses to the question what do you think the barriers are to becoming a foster parent? The responses are as follows: "length of training, commitment, waiting for new GPS class to start." "The home has to meet to many requirements when all you need is love in your heart to take care of the kids." "Good relationship with own family and friends." "We are there to help the child or children get back to their parents." " ?extensive paperwork?" "time (n=two)" "training, fear" "not being able to turn my needs into strengths." "inexperience, but very willing to learn as much as possible" "children in and out of the home emotional separation" "people's fear of becoming foster

parents or the types of children that are placed in their homes" "You have want to try overcome them to help the child!" "fear of attachment and than loss" "dealing with giant problems" "workers have to big a case load and do not have time to work effectively with the children and families." "Sick of the system and need to concentrate on my permanent children" "the continuous daily requirement for commitment particularly with long term cases" "fear of loss when children leave" "two working parents(time)" "being a "glorified babysitter" "you need a lot of patience and be able to not take things personally" "Income stability(my own barrier) lack of parenting orientation (from educ system)" Nineteen percent (n=six) of participants indicated N/A for the question, what do you think are the barriers to becoming a foster parent? Various answers were given for what foster parents consider to be barriers to becoming a foster parent.

What do you think are the barriers to remaining a foster parent?

In order to honor the participants' answers I have typed in the participants responses to the question what do you think are the barriers to remaining a foster parent? The responses are as follows: "Lack of system support. Bureaucracy of system. Can feel overwhelmed with children's needs." "money as far as care plus parent not working" "being a glorified babysitter" "people don't care to be bothered" "Difficulty level of children" "the continuous daily requirement for commitment particularly with long term cases. After length of care, the reality of separating for children returning home or adoption" "Being bogged down in the system, the time it takes for permanency and lack of power as the one who cares for the child (ren); Lack of support from those who <u>do</u> have power" "taking to long to terminate parents rights and getting the children in permanent homes. Not getting enough support from the workers due to workers being over taxed with their time." "Learning to swim by being thrown in the deep end." "Being able to letting the kids go once they have been in your home for a while." "good relationship with own family and friends. Being stable." "provides a safe place and support for the children." "Being able to meet all the needs of a child." "unable to answer due to no experience s a foster parent." "May adopt enough children limited amount of space emotional ties aging" "commitment" "medical mental health" "that change will come just don't give up on the children." "fear of attachment and then loss" "support, cost(children need activities, stereos, new name brand clothing etc.). stressed involved and needs of children/families. Also require space. There are no monetary benefits for retirement etc." "(strain)" Eight participants (26%) responded N/a to barriers to remaining foster parents. Various responses were given by foster parents regarding the barriers to remaining foster parents.

Study Limitations:

The fact that the tool was given in a face-to-face situation could be a limitation. Not all foster parents receive a face-to-face visit each month. Not all former foster parents are involved in a support group and some foster parents take their training on line. This allows for a population of foster parents may not have had access to the survey tool.

Discussion/Summary:

Because of the need for more foster homes in Fayette Region, finding creative ways to recruit and retain foster homes is extremely important. This research will be shared with the

Fayette Region R and C Team, Family Service Office Supervisor, Regional CHFS Staff, and Quality Central Staff of CHFS. The information from this study will assist in development of the Diligent Recruitment Plan for 2006.

The tool was given to Fayette Region DCBS foster families only. This is strength in that it provides information specific for Fayette Region.

This research addressed what participants found to be barriers to recruitment and retention of foster homes. Foster parents needed to feel supported. Foster parents had "fears" they needed to address whether it was the child's behaviors, social worker responses, and the foster family's own family and friends responses to the children they care for. They need to have their fears validated.

The finding showed various education levels. This shows a great diversity for CHFS when recruiting and retaining foster families. This is encouraging in that CHFS is not limiting itself but opens to diversity regarding educational levels. CHFS is also recruiting foster parents from diverse occupations as well.

"Love for Kids" was a theme for all levels of fostering regarding continuing to foster. Many foster parents in training did not feel comfortable responding to barriers to becoming or remaining a foster parent. The research identified barriers beyond CHFS which had an affect on foster parent recruitment and retention. However, both front line staff and foster parents agree the agency is also a barrier to becoming and remaining a foster parent.

Various ways exists for foster parents to find out about fostering. This study indicates that most foster parents found out about fostering through social services.

This research was unique as it indicated themes regarding what foster parents considered barriers to recruitment and retention of foster homes. The intended purpose of this research is to assist in the recruitment and retention of foster homes in Fayette Region.

References

10-1 Section 10-Title XX Social Services Block Grant Program Contents, (2003) Retrieved May

01, 2005 from: http://waysandmeans.house.gov/media/pdf/greenbook2003/Section10pdf-

44k-

Barker, R. (2003). The Social Work Dictionary 5th edition. Washington, DC: NASW Press.

Baum, A. (March/April 2001). Influences on the decision to become or not become a foster parent. Retrieved from the web May 15, 2005 from http://findarticles. Adoption.com Retrieved from the web on April 14, 2005 from http://laws.adoption.com/statutes /federal-laws-2.html

Commonwealth of Kentucky,(2004, February). Fayette Region Management Report. Cabinet for Health and Family Services.
Commonwealth of Kentucky, (n.d.) Statewide Management Report. Cabinet for Health and

>   Family Services. com/p/articles/mi_qa3625/is_200103/ai_n8946121/print

Child Abuse Prevention and Treatment Act (CAPTA) and Adoption Reform Act of 1978

(2003).

Commonwealth of Kentucky.(1998, April). KRS 620 Kentucky Revised Statues. Retrieved from

>   the web on October 14, 2004 from

>   http://www.state.ky.us/agencies/gov/domviol/reporting.htm

Cox, M. (2002, September). Recruitment and foster family services- Statistical Data Included

>   retrieved from the web on April 15, 2005 from

>   http://findarticles.com?p/articles/mi_m0CYZ/is_3_29/ai_90390647/print

Edwards, R. (1995). Encyclopedia of Social Work. Washington DC. National Association of

>   Social Workers Vol 1 p.425

Encyclopedia of Adoption, (n.d.). Adoption.com retrieved from the web November 14,

>   2004 from http://encyclopedia.adoption.com/com/entry/foster-cre/144/1.html

Farlex, (n.d.). The Free Dictionary.Com retrieved from the web on January 12, 2004

>   From the Http://www.thefreedictionary.com/foster+home

Finn, J & Jacobson, M., (2003). *Just Practice a Social Justice Approach to Social Justice.*

>   Peosta, Iowa: Eddie Bowers Publishing

History of Foster Care in the United States. (n.d.). Nation Foster Parents Association

>   Retrieved from the web on December 30, 2004 from http://nfpanic.org/aboutFP/F

>   C_history.cfm?page+

McKenzie, Judith, McKenzie, John & McKenzie Consulting, Inc. (n.d.) "Answering the

      Call Getting More Parents for Children from Your recruitment Efforts Practitioner's

      Guide". The Collaboration to AdoptUsKids Department of Health and Human Services

      Baltimore, MD.

"Necessary Components of Effective Foster Care and Adoption Recruitment" (2001,

      February). U.S. Department of Health and Human Services. Administration for Children

      and Families. Welcome to the Children's Bureau. Retrieved October 19, 2004 from http:

      //www.acf.hhs.gov/programs/cb/laws/pi/pi9523a4.htm

Phelps, D. (1998, March/April). Foster home recruitment and retention: A success

      story. *Children Today* 18 (2) , 7-10.

Quick History of Laws Affecting Child Welfare. (2003, Winter). Child Seminar.

      Location unknown. Retrieved from the web on October 14, 2004 from http:

      //www.ssw.pdx.eduheppnerc/pdfs/Quick%20History%20of%20Child%20Welfare.pdf

Underwood, D. & Kingan, R. (2005)Federal Diligent Recruitment Plan for 2005 Cabinet

      for Health and Family Services.

Wabanaki Legal News a Newsletter of Pine Tree Legal Assistance, (January 2002).

      Indian child Welfare Act update retrieved from the web April 14, 2005 from http:

      //www.ptla.org/wabanaki/icwa.htm